



ASHMORE PARK

AND


PHOENIX NURSERY SCHOOLS

FEDERATION

EMPLOYEE CODE OF CONDUCT

AND

EXPECTED STANDARDS POLICY

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Signed on behalf of the Governing Board	
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## 1. Introduction

Ashmore Park and Phoenix Nursery Schools Federation's Code of Conduct has been created using "Guidance for safer working practice for those working with children and young people in education settings" (February 2022).

*Adults have a crucial role to play in the lives of children. This guidance has been produced to help them establish the safest possible learning and working environments, which safeguard children and reduce the risk of them being falsely accused of improper or unprofessional conduct.*

References made to 'child' and 'children' refer to children and young people under the age of 18 years. However, the principles of the document apply to professional behaviours towards all children, including those over the age of 18 years. 'Child' should therefore be read to mean any child at an education establishment.

References made to adults and staff refer to all those who work with children in an educational establishment, in either a paid or unpaid capacity. This would also include, for example, those who are not directly employed by the Federation, e.g. local authority staff, sports coaches, governors, or trustees.

The term 'allegation' means where it is alleged that a person who works with children has:

- behaved in a way that has harmed a child or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates that they may not be suitable to work with children.

Staff and adults at Ashmore Park and Phoenix Nursery Schools Federation should understand that their own behaviour and the way they conduct themselves with their colleagues, children, parents, and other stakeholders, sets an example. We expect all our children to receive the highest possible quality of teaching and care within a positive and respectful environment.

We expect all staff to demonstrate consistently high standards of personal and professional conduct at all times. All staff must have regard for the need to safeguard children's well-being in accordance with statutory requirements. All staff should treat children with dignity and build positive relationships rooted in mutual respect. All staff employed under Teacher's Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2012'.

Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold – low-level concerns) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should encourage an open and transparent culture; enable schools and colleges to identify concerning, problematic or inappropriate behaviour early; and minimise the risk of abuse. A culture of vigilance will help to ensure that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

Any behaviours that fall short of the guiding principles outlined in this document must be shared responsibly and with the right person. All concerns that do not meet the harm threshold must be recorded and dealt with appropriately as a low-level concern as referenced in 'Keeping Children Safe in Education'.

This document applies to all staff members who are:

- Employed by Ashmore Park and Phoenix Nursery Schools Federation, including the Headteacher;
- Supply staff;
- Agency and third-party staff; and
- Volunteers.

All staff must have proper and professional regard for the ethos, policies, and practices of our schools. This Code of Conduct should be read and adhered to in conjunction with the following school policies:

- Data Protection Policy;
- Digital Safeguarding Policy;
- Equality Information and Objectives Policy;
- Health and Safety Policy;
- Managing Allegations Policy;
- Safeguarding and Child Protection Policy;
- Social Media Policy; and
- Whistleblowing Policy.

### **Underpinning Principles**

- The welfare of the child is paramount
- Staff should understand their responsibilities to safeguard and promote the welfare of children
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- Staff should work, and be seen to work, in an open and transparent way including self-reporting if their conduct or behaviour falls short of these guiding principles
- Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded
- Staff should discuss and/or take advice promptly from the SLT if they have acted in a way which may give rise to concern
- Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief, and sexual orientation
- Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children
- Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the Teacher Regulation Agency (TRA)
- Staff and managers should continually monitor and review practice to ensure this guidance is followed
- Staff should be aware of and understand their establishment's child protection policy, arrangements for managing allegations against staff, whistle blowing procedure and the procedures of the Multi -agency Partnership.

### **2. Responsibilities and Duty of Care**

All staff have a responsibility to keep children safe and to protect them from abuse, sexual, physical, emotional, neglect and extra-familial harm. Children have a right to be safe and to be treated with respect and dignity. All trusted adults in our setting are expected to take reasonable steps to ensure their safety and wellbeing. Failure to do so may be regarded as professional misconduct.

#### **Staff should:**

- understand the responsibilities which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached;
- always act, and be seen to act, in the child's best interests;
- avoid any conduct which would lead any reasonable person to question their motivation and intentions; and
- take responsibility for their own actions and behaviour.

**The Headteacher will promote a culture of openness and support by:**

- ensuring that systems are in place for concerns to be raised;
- ensuring that adults are not placed in situations which render them particularly vulnerable; and
- ensuring that all adults are aware of expectations, policies, and procedures.

**Governors will:**

- ensure that appropriate safeguarding and child protection policies and procedures are distributed, adopted, implemented, and monitored.

### **3. Making Professional Judgements**

Individual staff members are expected to make judgements about their behaviour to secure the best interests and welfare of our children and, in so doing, will be seen to be acting reasonably. These judgements will always be recorded and shared with a Senior Leader.

**Where no specific guidance exists staff should:**

- discuss the circumstances that informed their action, or their proposed action, with the school's Designated Safeguarding Lead. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted;
- always discuss any misunderstanding, accidents or threats with the Headteacher or Designated Safeguarding Lead;
- always record discussions and actions taken with their justifications; and
- record any areas of disagreement and, if necessary, refer to another agency, the LA, Ofsted, Teacher Regulation Agency (TRA) or other Regulatory Body.

### **4. Power and Positions of Trust and Authority**

All staff in our setting have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Staff will always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report any such incident to a Senior Leader. This is as relevant in the online world as it is in the classroom; staff engaging with children and/or parents/carers online have a responsibility to always model safe practice. All staff aged 18 or over is in a position of trust with a child under 18 and it is an offence for you to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.

**Staff should not:**

- use their position to gain access to information for their own advantage and/or a child's or family's detriment;
- use their power to intimidate, threaten, coerce, or undermine children; and
- use their status and standing to form or promote relationships with children which are of a sexual nature, or which may become so. This is as relevant in the online world as it is in the classroom.

### **5. Confidentiality**

The storing and processing of personal information is governed by the General Data Protection Regulations 2017 (GDPR) and Data Protection Act 2018. Staff will never use confidential or personal information about a child or her/his family for their own, or others advantage (including that of partners, friends, relatives, or other organisations). Information must never be used to intimidate, humiliate, or embarrass the child. Confidential information should never be used casually in conversation or shared with any person other than on a need-to-know basis.

**School Leaders should:**

- ensure that all staff who need to share 'special category personal data' are aware that the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent or if to gain consent would place a child at risk.

**Staff:**

- need to know the name of the Designated Safeguarding Lead (DSL) and the Deputy Designated Safeguarding Lead (DDSL) and be familiar with the school's and Multi-Agency Partnership child protection procedures and guidance;
- are expected to treat information they receive about children and families in a discreet and confidential manner;
- should seek advice from the Designated or Deputy Designated Safeguarding Lead if they are in any doubt about sharing information they hold, or which has been requested of them;
- need to be clear about when information can/must be shared and in what circumstances;
- need to know the procedures for responding to allegations against staff and to whom any concerns or allegations should be reported; and
- need to ensure that where personal information is recorded electronically that systems and devices are kept secure.

**6. Standards of Behaviour**

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. You should adopt high standards of personal conduct to maintain confidence and respect of the public and those with whom you work with.

There may be times where an individual's actions in their personal life come under scrutiny from the community, the media, or public authorities, including regarding their own children, or children or adults in the community. All staff should be aware that their behaviour, either in or out of the workplace, could compromise their position within the work setting in relation to the protection of children, loss of trust and confidence, or bringing the employer into disrepute. Such behaviour may also result in prohibition from teaching by the Teaching Regulation Agency (TRA) a bar from engaging in regulated activity, or action by another relevant regulatory body.

The Childcare (Disqualification) Regulations 2018 set out grounds for disqualification under the Childcare Act 2006 where the person meets certain criteria set out in the Regulations. For example, an individual will be disqualified where they have committed a relevant offence against a child; been subject to a specified order relating to the care of a child; committed certain serious sexual or physical offences against an adult; been included on the DBS children's barred list; been made subject to a disqualification order by the court; previously been refused registration as a childcare provider or provider or manager of a children's home or had such registration cancelled. A disqualified person is prohibited from providing relevant early or later years childcare as defined in the Childcare Act 2006 or being directly concerned in the management of such childcare. Schools are also prohibited from employing a disqualified person in respect of relevant early or later years childcare.

**Staff should not:**

- behave in a manner which would lead any reasonable person to question their suitability to work with children or to act as an appropriate role model;
- make, or encourage others to make sexual remarks to, or about, a child;
- use inappropriate language to or in the presence of children;
- discuss their personal or sexual relationships with or in the presence of children; and
- make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such.

**Staff should:**

- inform the Headteacher or specified person of any cautions, convictions, or relevant orders accrued during their employment, and/or if they are charged with a criminal offence
- be aware that behaviour by themselves, those with whom they have a relationship or association, or others in their personal lives, may impact on their work with children
- inform the Headteacher of any name changes that they have not previously declared.

**School Leaders should:**

- have a clear expectation that staff will discuss with the Senior Leadership any relationship/association (in or out of school or online) that may have implications for the safeguarding of children in either school;
- create a culture where staff feel able to raise these issues;
- safeguard their employees' welfare and contribute to their duty of care towards their staff;
- identify whether arrangements are needed to support these staff; and
- consider whether there are measures that need to be put in place to safeguard children (e.g. by putting arrangements in place to stop or restrict a person coming into school where a potential risk to children has been identified).

## 7. Dress and Appearance

**Staff should wear clothing which:**

- promotes a positive and professional image;
- is appropriate to their role;
- is not likely to be viewed as offensive, revealing, or sexually provocative;
- does not distract, cause embarrassment, or give rise to misunderstanding;
- is absent of any political or otherwise contentious slogans;
- is not considered to be discriminatory;
- is compliant with professional standards; and
- in online engagement, is like the clothing they would wear on a normal school day.

## In addition:

- unsuitable clothing must not be worn, this includes denim jeans, crop/shoe string vest tops and shorts, however, tailored shorts i.e. at least to the knee are acceptable in periods of hot weather;
- staff should wear suitable footwear appropriate to their job; flip flops, mules and high heels are not acceptable;
- jewellery and nails must comply with health and safety requirements;
- where rules apply to children for safety reasons (e.g. jewellery, footwear etc.), staff are expected to set an example for children, and comply with the rules;
- the request to cover tattoos is at the discretion of the Headteacher; and
- excessive pairs of earrings should not be worn.

All staff are expected to dress in smart casual clothing appropriate to their job in school and when representing the school at events/training sessions etc. unless otherwise agreed by the Headteacher. This code must also be observed at events where parents/carers/visitors will be in attendance e.g. Parent Partnership meetings.

Any concerns should be discussed with the Headteacher in the first instance e.g. exception on the grounds of religious beliefs/medical.

In addition to the above dress code, staff are expected to maintain impeccable personal hygiene.

## **8. Gifts, Rewards, Favouritism, and Exclusion**

Staff need to take care that they do not accept any gift that might be construed as a bribe by others or lead the giver to expect preferential treatment. There are occasions when children or parents wish to pass small tokens of appreciation to staff, e.g. at Christmas or as a thank-you and this is usually acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value. Similarly, it is inadvisable to give such personal gifts to children or their families. This could be interpreted as a gesture either to bribe or groom. It might also be perceived that a 'favour' of some kind is expected in return. Any reward given to a child should be in accordance with agreed practice, consistent with our Federation Behaviour Policy, recorded and not based on favouritism.

### **Staff should:**

- be aware of and understand their organisation's relevant policies, e.g. rewarding positive behaviour;
- ensure that gifts received or given in situations which may be misconstrued are declared and recorded;
- only give gifts to a child as part of an agreed reward system;
- where giving gifts other than as above, ensure that these are of insignificant value and given to all children equally;
- ensure that all selection processes of children are fair, and these are undertaken and agreed by more than one member of staff; and
- ensure that they do not behave in a manner which is either favourable or unfavourable to individual children.

## **9. Infatuations and 'Crushes'**

All staff need to recognise that it is not uncommon for children to be strongly attracted to a member of staff and/or develop a 'crush' or infatuation. You should make every effort to ensure that your own behaviour cannot be brought into question, does not appear to encourage this and be aware that such infatuations may carry a risk of their words or actions being misinterpreted.

Any member of staff who receives a report, overhears something, or otherwise notices any sign, however small or seemingly insignificant, that a young person has become or may be becoming infatuated with either themselves or a colleague, should immediately report this to the Headteacher or DSL. In this way appropriate early intervention can be taken which can prevent escalation and avoid hurt, embarrassment or distress for those concerned.

### **Staff should:**

- report any indications (verbal, written or physical) that suggest a child may be infatuated with a member of staff and
- always maintain professional boundaries.

### **Senior Leaders should:**

- put action plans in place where concerns are brought to their attention.

## **10. Social Contact Outside of the Workplace**

It is acknowledged that staff may have genuine friendships and social contact with parents of children, independent of their professional relationship.

Some types of social contact with children or their families could be perceived as harmful or exerting inappropriate influence on children, and may bring our schools into disrepute (e.g. attending a political protest, circulating propaganda). If more than a professional relationship occurs with a parent at any time, you should inform the Headteacher.

### **Staff should:**

- always approve any planned social contact with children or parents with Senior Leaders, for example when it is part of a reward scheme;



- advise Senior Leaders of any regular social contact they have with a child which could give rise to concern;
- refrain from sending personal communication to children or parents unless agreed with Senior Leaders;
- inform Senior Leaders of any relationship with a parent/carer where this extends beyond the usual parent/professional relationship; and
- inform senior management of any requests or arrangements where parents wish to use their services outside of the workplace e.g., babysitting, tutoring.

## **11. Communication with Children (Including the Use of Technology)**

Children need opportunities to use and explore the digital world. Online risks are posed more by behaviours and values than the technology itself. You should establish safe and responsible online behaviours, working to local and national guidelines and acceptable use policies, which detail how new and emerging technologies may be used.

### **Staff should:**

- not seek to communicate/make contact or respond to contact with children outside of the purposes of their work;
- not give out their personal details;
- use only equipment and internet services provided by the school;
- follow the Federation's Acceptable Use Policy;
- ensure that their use of technologies could not bring their employer into disrepute; and
- not discuss or share data relating to children/parents/carers in staff social media groups.

### **Schools should:**

- wherever possible, provide school electronic devices with imaging and sharing capabilities such as iPods, iPhones (exc. SIM Card), cameras and mobile phones rather than expecting staff to use their own e.g. on school trips; and
- Staffs' electronic devices with imaging and sharing capabilities e.g. mobile phones, smart watches etc. must be locked away during working hours and they are not to be used in teaching areas under any circumstances and cannot be used on the premises at any time apart from during their lunch break.

## **12. Physical Contact**

There are occasions when it is entirely appropriate and proper for staff to have physical contact with our young people, however, it is crucial that you only do so in ways appropriate to your professional role and in relation to the child's individual needs and any agreed care plan. A general culture of 'safe touch' will be adopted, where appropriate, to the individual requirements of each child.

Children with special educational needs or disabilities may require more physical contact to assist their everyday learning. The arrangements for this will be on a case-by-case basis and agreed through the SENDCO/DSL so that it is justified in terms of the child's needs.

### **Staff should:**

- be aware that even well-intentioned physical contact may be misconstrued by the child, an observer, or any person to whom this action is described;
- never touch a child in a way which may be considered indecent;
- always be prepared to explain actions and accept that all physical contact be open to scrutiny;
- never indulge in horseplay or fun fights;
- always allow/encourage children, where able, to undertake self-care tasks independently;
- ensure the way they offer comfort to a distressed child is age appropriate;
- always tell a colleague when and how they offered comfort to a distressed child;
- establish the preferences of children;
- consider alternatives, where it is anticipated that a child might misinterpret or be uncomfortable with physical contact;

- always explain to the child the reason why contact is necessary and what form that contact will take;
- report and record situations which may give rise to concern; and
- be aware of cultural or religious views about touching and be sensitive to issues of gender.

**Schools should:**

- ensure they have a system in place for recording incidents and how information about incidents and outcomes can be easily accessed by Senior Leaders; and
- provide staff, on a 'need to know' basis, with relevant information about vulnerable children in their care.

**13. Other Activities That Require Physical Contact**

In certain curriculum areas, such as PE, drama, or music, you may need to initiate some physical contact with children, for example, to demonstrate technique in the use of a piece of equipment or support a child so they can perform an activity safely and prevent injury. Physical contact should take place only when it is necessary in relation to a particular activity. It should take place in a safe and open environment i.e. one easily observed by others and last for the minimum time necessary. The extent of the contact should be made clear and undertaken with the permission of the child. Contact should be relevant to their age/understanding and you should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

**Staff should:**

- treat children with dignity and respect and avoid contact with intimate parts of the body;
- always explain to a child the reason why contact is necessary and what form that contact will take;
- seek consent of parents where a child is unable to give this e.g. because of a disability;
- consider alternatives, where it is anticipated that a child might misinterpret any such contact;
- be familiar with and follow recommended guidance and protocols;
- conduct activities where they can be seen by others; and
- be aware of gender, cultural and religious issues that may need to be considered prior to initiating physical contact.

**Schools should:**

- have in place up to date guidance and protocols on appropriate physical contact, that promote safe practice and include clear expectations of behaviour and conduct; and
- ensure that staff are made aware of this guidance and that it is continually promoted.

**14. Intimate/Personal Care**

Arrangements for intimate and personal care will be open and transparent and accompanied by robust recording systems. Any changes to the intimate care plan will be made in writing and without delay, even if the change in arrangements is temporary, e.g. staff shortages, changes to staff rotas.

Intimate and personal care will not be carried out by an adult that the child does not know. Agency staff will not undertake care procedures without having received a full safeguarding briefing.

**Staff should:**

- adhere to the Federation's guidance on intimate procedures;
- make other staff aware of the task being undertaken;
- always explain to the child what is happening before a care procedure begins;
- consult with colleagues where any variation from agreed procedure/care plan is necessary;
- record the justification for any variations to the agreed procedure/care plan and share this information with the child and their parents/carers;
- avoid any visually intrusive behaviour; and

- always consider the supervision needs of the children and only remain in the room where their needs require this.

**Staff should not:**

- change or toilet in the presence or sight of children;
- allow any adult to assist with intimate or personal care without confirmation from Senior Leaders that the individual is not barred from working in regulated activity; and
- assist with intimate or personal care tasks which the child can undertake independently.

**Schools should:**

- have written care plans in place for any child who could be expected to require intimate care;
- ensure that intimate/personal care is provided where possible by staff known to the child;
- ensure that only individuals that have been checked against the relevant DBS barred list are permitted to engage in intimate or personal care; and
- ensure that all agency staff have receive a full safeguarding briefing prior to providing intimate care.

## **15. Behaviour Management**

Staff should not use any form of degrading or humiliating treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children is completely unacceptable. Staff understand the importance of challenging inappropriate behaviours for child-on-child abuse, including sexual violence and sexual harassment. All staff will follow our Behaviour Policy.

**Staff should:**

- not use force as a form of punishment;
- try to defuse situations before they escalate e.g. by distraction;
- keep parents informed of any sanctions or behaviour management techniques used;
- be mindful of and sensitive to factors both inside and outside of the school which may impact on a child's behaviour;
- follow the Federation's Behaviour Policy;
- behave as a role model;
- avoid shouting at children other than as a warning in an emergency/safety situation;
- be aware of the legislation and potential risks associated with the use of isolation and seclusion;
- comply with legislation and guidance in relation to human rights and restriction of liberty;
- be clear as to the school's policy and procedures regarding child-on-child abuse
- be able to reassure victims that they are being taken seriously and that they will be supported and kept safe.

A victim should never be given the impression that they are:

- creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

## **16. The use of Control and Physical Intervention**

The law and guidance for education settings states that adults may reasonably intervene to prevent a child from:

- committing a criminal offence;
- injuring themselves or others;
- causing damage to property; and
- engaging in behaviour prejudicial to good order and to maintain good order and discipline.

A member of staff will not be taken to have used corporal punishment if the action was taken for reasons that include averting an immediate danger of personal injury to, or an immediate danger of death of, any person including the child.

**Staff should:**

- adhere to the Federation's Behaviour Policy;
- always seek to defuse situations and avoid the use of physical intervention wherever possible; and
- where physical intervention is necessary, only use minimum force and for the shortest time needed.

**Staff should not:**

- use physical intervention as a form of punishment.

**Education settings should:**

- not use physical intervention as a form of punishment.

In all cases where physical intervention has taken place, we will record the incident and subsequent actions and report these to Senior Leaders and the child's parents/carers.

**17. Sexual Conduct**

Any sexual behaviour by a member of staff with or towards a child is unacceptable. It is an offence for any member of staff in a position of trust to engage in sexual activity with a child under 18 years of age and sexual activity with a child could be a matter for criminal and/or disciplinary procedures.

**Staff should:**

- not have any form of sexual contact with a child from the school;
- avoid any form of touch or comment which is, or may be, indecent;
- avoid any form of communication with a child which could be interpreted as sexually suggestive, provocative or give rise to speculation e.g., verbal comments, letters, notes, by email or on social media, phone calls, texts, physical contact;
- not make sexual remarks to or about a child; and
- not discuss sexual matters with or in the presence of children

**18. One to one situation**

Staff working in one-to-one situations with children in our setting, including visiting staff from external organisations can be more vulnerable to allegations or complaints. Staff that are expected to work one to one with a child/children will adhere to safeguarding policies and procedures.

**Our Staff should:**

- work one to one with a child only when necessary (both in person or online) and with the knowledge and consent of senior leaders and parents/carers;
- be aware of relevant risk assessments, policies, and procedures, including child protection, acceptable use policy and behaviour management;
- ensure that wherever possible there is visual access and/or an open door in a one-to-one situation;
- avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy;
- always report any situation where a child becomes distressed or angry;
- consider the needs and circumstances of the child involved; and
- ensure prior to any online engagement, there are clear expectations of behaviour and conduct of all parties that have been agreed in advance.

**19. Senior Leaders Welfare Visit(s)**

A risk assessment will be undertaken prior to any planned home visit taking place. The assessment will include an evaluation of any known factors regarding the child, parents/carers and any others living in the household.

Consideration will be given to any circumstances, which might render the staff member becoming more vulnerable to an allegation being made e.g. hostility, child protection concerns, complaints, or grievances. Only nominated staff members will be authorised to complete a home visit.

**Staff should:**

- agree the purpose for any home visit with the Headteacher/Deputy Headteacher;
- have a clear understanding of the actions that should be taken if it is believed that a child or parent is at immediate risk of harm, including when to contact emergency services and/or partner agencies;
- adhere to agreed risk management strategies;
- avoid unannounced visits wherever possible;
- ensure there is visual access and/or an open door in a one-to-one situation;
- never enter a home without the parent or carer's consent or when the parent is absent, except in an emergency
- always make detailed records including times of arrival and departure
- ensure any behaviour or situation which gives rise to concern is discussed with the Headteacher/Deputy Headteacher
- ensure that children are seen in open and observable spaces; for example, living rooms.
- comply with data protection regulations in relation to any personal information carried or notes made about the child and/or family

**Schools should:**

- ensure that they have a Lone Working Policy which all adults are made aware of. These should include arrangements for risk assessment and management to ensure that all visits are justified and recorded;
- ensure that staff are not exposed to unacceptable risk;
- make clear to staff that, other than in an emergency, they should not enter a home if the parent/carer is absent
- ensure that staff have access to a mobile telephone and an emergency contact;
- ensure that policies reflect any procedures or guidance issued by the MAP in relation to undertaking home visits
- ensure that staff understand the purpose and limitations of welfare visits

**\*Welfare visits** – where a child is not attending school and has not been seen (for example, during school closure for public health reasons or where a child is shielding), it may be decided that a home welfare visit is required. Wherever possible, the parent/carer should encourage the child to come to the door or to a living area of the home; however, if the child refuses, it may be necessary for the staff member to accompany parents/carers to other parts of the home, including the child's bedroom, to ensure the child is safe and well. Staff should ensure the child is appropriately dressed before accompanying a parent/carer into a child's personal space. Where there is significant concern and the child has not been seen, local Police can be asked to undertake a welfare check.

## **20. Transporting Children**

In certain situations, staff may be required or offer to transport children as part of your work. Staff should never offer to transport children outside of their normal working duties, other than in an emergency or where not doing so would mean the child may be at risk. In these circumstances this should be recorded and reported to the Headteacher/DSL and the child's parent(s)/carer(s).

**Staff should:**

- plan and agree arrangements with all parties in advance where possible;
- respond sensitively and flexibly where any concerns arise;
- consider any specific or additional needs of the child;
- have an appropriate licence/permit for the vehicle;
- ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement and/or ability to drive;

- always ensure two adults are present when there is a need to transport a child;
- be aware that the safety and welfare of the child is their responsibility until this is safely passed over to a parent/carer;
- report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures;
- ensure that their behaviour and all arrangements ensure vehicle, passenger, and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven;
- ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified; and
- refer to Local and National guidance for Educational Visits.

**Schools should seek evidence that:**

- the vehicle is safe, this means that it holds a valid MOT certificate, where relevant;
- the driver is suitable; this means that they hold a valid licence for the type of vehicle and meet any employer requirements;
- there is a valid insurance policy covering the driver and the vehicle for the intended use, this requires that the driver has 'business use' cover; and
- retain evidence of the above with the risk assessment.

**21. Educational Visits**

**Staff should:**

- adhere to the Federation's 'Educational Visit Policy';
- always have another adult present on visits, unless otherwise agreed with the Headteacher/Deputy Headteacher;
- undertake risk assessments;
- have the appropriate consents in place (e.g., medical);
- ensure that their behaviour always remains professional; and
- refer to local and national guidance for educational visits.

**22. First Aid and Medication**

Our setting has an adequate number of qualified first aiders. Parents/Carers will be informed when first aid has been administered. Staff will receive sufficient and suitable training and achieve the necessary level of competency before they take on responsibility to support children with medical conditions.

**Staff should:**

- adhere to the Federation's health and safety and supporting children with medical conditions policies;
- make other staff aware of the task being undertaken;
- have regard to children's individual healthcare plans;
- always ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities;
- explain to the child what is happening;
- always act and be seen to act in the child's best interest;
- make a record of all medications administered; and
- not work with children whilst taking medication unless medical advice confirms that they are able to do so.

**Schools should:**

- ensure there are trained and named individuals to undertake first aid responsibilities, including paediatric first aid;
- review and update first aid, medicines in school and crisis/emergency policies and relevant risk assessments;
- ensure training is regularly monitored and updated; and
- refer to local and national First Aid guidance and guidance on meeting the needs of children with medical conditions.

### **23. Photography, Videos and Other Images**

Under no circumstances are staff expected or allowed to use their personal equipment to take images of children at or on behalf of the school. Arrangements regarding the taking and use of images is stated in our Safeguarding and Child Protection Policy. This also states expected use for children and visitors, including parents/carers.

#### **Staff should:**

- adhere to the Federation's 'Acceptable Internet and Email Use Agreement' and 'Digital Safeguarding Policy';
- only publish images of children where their parent/carer has given explicit written consent to do so;
- only take images where the child is happy for them to do so;
- only retain images when there is a clear and agreed purpose for doing so;
- store images in an appropriate secure place in the school;
- ensure that the Headteacher/Deputy Headteacher is aware that the photography/image equipment is being used and for what purpose; and
- be able to justify images of children in their possession.

#### **Staff should not:**

- take images of children for their personal use;
- display or distribute images of children unless they are sure that they have parental consent to do so;
- take images of children using their own electronic devices with imaging and sharing capabilities e.g. mobile phone, smart watch etc.
- take images of children in a state of undress or semi-undress;
- take images of a child's injury, bruising or similar (e.g., following a disclosure of abuse) even if requested by children's social care;
- Make audio recordings of a child's disclosure; and
- take images of children which could be considered as indecent or sexual.

### **24. Use of Technology for Online/Virtual Teaching**

Our online safety and acceptable use policies ensure that all staff involved in virtual teaching or the use of technology to contact children understand best practice. Any platform for online/virtual teaching, will satisfy Senior Leaders that the provider has an appropriate level of security.

Staff will only use school devices to contact children via the parent's/carer's nominated email address/log in. This ensures that our filtering and monitoring software is enabled. If you need to contact a child or parent by phone and do not have access to a work phone, you should discuss this with a Senior Leader and, if there is no alternative, always use 'caller withheld' to ensure the parent/carer is not able to identify your personal contact details.

#### **Staff should:**

- adhere to the Federation's Digital Safeguarding policy;
- be appropriately dressed;
- ensure that a Senior Leader is aware that the online lesson/meeting is taking place and for what purpose;
- avoid one to one situation – request that a parent/carer is present in the room for the duration, or ask a colleague or member of SLT to join the session;
- only record a lesson or online meetings with a child where this has been agreed with the Headteacher/Deputy Headteacher, and their parent/carer have given explicit written consent to do so; and
- be able to justify images of children in their possession.

#### **Staff should not:**

- contact children outside the operating times defined by Senior Leaders;
- take or record images of children for their personal use;
- record virtual lessons or meetings using personal equipment (unless agreed and risk assessed by Senior Leaders; and
- engage online while children are in a state of undress or semi-undress.



**Senior Leaders should:**

- ensure that all relevant staff have been briefed and understand the policies and the standards of conduct expected of them;
- have clearly defined operating times for virtual learning/meetings;
- consider the impact that virtual teaching may have on children and their parents/carers/siblings
- determine whether there are alternatives to virtual teaching in 'real time' e.g. using audio only, pre-recorded lessons, existing online resources; and
- consider any advice published by the local authority, MAP, or their online safety/monitoring software provider.

**25. Exposure to inappropriate images**

Staff should take extreme care to ensure that children and young people are not exposed, through any medium, to inappropriate or indecent images. There are no circumstances that will justify any staff member: making, downloading, possessing, or distributing indecent images or pseudo-images of children (child abuse images). Accessing these images, whether using our schools or your own personal equipment, on or off the premises, or making, storing, or disseminating such material is illegal.

If indecent images of children are discovered at our schools or on our equipment an immediate referral will be made to the Designated Officer (LADO) and the police contacted if relevant. The images/equipment will be secured and there will be no attempt to view or delete the images as this could jeopardise necessary criminal action. **If the images are of children known to the school, a referral will be made to children's social care in line with local arrangements.**

**Staff should:**

- abide by the Federation's 'Acceptable Internet and Email Use Agreement' and 'Digital Safeguarding Policy';
- ensure that children cannot be exposed to indecent or inappropriate images; and
- ensure that any films or material shown to children are age appropriate.

**26. Trips and Outings**

All staff should take particular care when supervising children and young people on trips and outings, where the environment is less formal. All members of staff remain in a position of trust and need to ensure that their behaviour always remains professional and stays within clearly defined professional boundaries.

**Staff should:**

- always have another adult present in out of workplace activities, unless otherwise agreed with a Senior Leader;
- undertake risk assessments in line with the Federation's policies and procedures where applicable;
- have parental consent to the activity; and
- ensure that their behaviour always remains professional.

**27. Curriculum**

Resource materials would not be able to be misinterpreted and would clearly relate to the learning outcomes identified by the lesson plan. This will be supported by developing age appropriate ground rules with children to ensure sensitive topics can be discussed in a safe learning environment.

Where part of the curriculum allows for child led projects, staff will be mindful of safeguarding considerations in the topic chosen and the methodology used. For example, children often choose topics with which they have had personal experience; this may indicate a previously unknown safeguarding issue or may raise concerns about the re-traumatisation of the child.



The curriculum can sometimes include or lead to unplanned discussions. All staff will make a professional judgement when to respond to children's questions and will seek support and guidance in these circumstances from the Designated Safeguarding Lead as and where applicable.

**Staff should:**

- have clear written lesson plans;
- take care when encouraging children to use self-expression, not to overstep personal and professional boundaries; and
- be able to justify all curriculum materials and relate these to a clearly identifiable lesson plan.

**Staff should not:**

- enter or encourage inappropriate discussions which may offend or harm others;
- undermine fundamental British Values;
- express any prejudicial views; and
- attempt to influence or impose their personal values, attitudes, or beliefs on children.

## **28. Whistleblowing**

Whistleblowing is a mechanism by which our staff can voice their concerns, made in good faith, without fear of repercussion in circumstances where their concerns have not been dealt with or they do not feel able to follow usual reporting lines for some reason.

There is a duty to report (including self-reporting) any incident in which an adult has or may have behaved in a way that is inconsistent with the Federation's 'Staff Code of Conduct' including inappropriate behaviours inside, outside of work or online. Failure to report or respond to such concerns would constitute a failure in professional responsibilities to safeguard children and promote welfare.

**Staff should:**

- escalate their concerns if they believe a child or children are not being protected;
- report any behaviour by colleagues that raises concern
- report allegations against staff and volunteers to the Headteacher, or where they have concerns about the Headteacher's response, report these directly to the Chair of Governors/LADO.
- follow the Federation's whistleblowing procedures as appropriate; and
- where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, they should utilise other whistleblowing channels that are open to them as outlined in KCSIE.

**School's should:**

- have clear systems in place for all reporting of adults' behaviour causing concern;
- have clear systems in place for Whistleblowing that are promoted to all staff;
- promote an open and transparent culture where staff feel valued and are confident to report any concerns;
- ensure all concerns about adult conduct are listened to, received in a sensitive manner, taken seriously, actioned, recorded with clear outcomes; and
- ensure all concerns that do meet the harm threshold are reported to the LADO within 24 hours.

The NSPCC '**what you can do to report abuse**' dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by the Federation. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## **29. Sharing Concerns and Recording Incidents**

All staff are aware of the Federation's safeguarding procedures, including the procedures for dealing with allegations against staff, agency staff, and volunteers, including reporting low level concerns.

In the event of an allegation being made, or incident being witnessed, the relevant information should be immediately recorded and reported to the Headteacher or Designated Safeguarding Lead as appropriate. If the allegation is about the Headteacher, the Chair of Governors should be contacted.

**Staff should:**

- be familiar with the Federation’s arrangements for reporting and recording concerns and allegations;
- know how to contact the LA Designated Officer (LADO) – **Kenny Edgar; and**
- take responsibility for reporting any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in their school.

**Schools should:**

- have an effective, confidential system for recording and managing concerns raised by any individual regarding adults’ conduct and any allegations against staff, agency staff and volunteers.

**Disciplinary Action**

All staff should be aware that failure to meet these standards of behaviour and conduct may result in disciplinary action, including dismissal.

Staff Name: \_\_\_\_\_

Staff Signature: \_\_\_\_\_

Date: \_\_\_\_\_